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ABSTRACT

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The packages also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests cover writing resumes and letters of application. (This competency test package can be coordinated with a slide/tape module.) (KC)

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PREPARING A RESUME AND WRITING A LETTER OF APPLICATION

Competency Test Package

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OFFICE OCCUPATIONS

PREPARING A RESUME AND WRITING A LETTER OF APPLICATION

Competency Test Package

Prepared by Donna Hines

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1984

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Bill Barnes, Ph.D., Director
Occupational Curriculum Laboratory

INTRODUCTION

This competency test package was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state, this and several other tests have been developed to test competencies taught in audiovisual instructional modules previously developed by the Occupational Curriculum Laboratory. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate competency of any instructional method in this specific subject area.

Evaluation is most successful when objectives are clearly stated in advance of a learning experience and should be used to measure student's attainment of those specific objectives. Competency tests allow teachers tc make a judgment about student progress in relation to a pre-determined standard. These standards should reflect those established by the business community for entry level employees. It is important that students understand the criteria that are used to evaluate their competency in a given subject area.

Therefore, materials in the audiovisual modules, as well as the competency test packages, have been developed with student needs and interests in mind. They are designed with flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. As a result, the students should find the material practical and job-related.

Each competency test package includes a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests.

ADMINISTERING COMPETENCY TESTS

TO

SPECIAL NEEDS STUDENTS

Within the wide range of special needs students, fall the physically and mentally handicapped, disadvantaged, and limited English proficient students. These individuals should be viewed on the basis of their potential contributions to the world of work, not on their limiting factors. In considering these students for vocational training, however, it is important to remember the factors that may make a job inaccessible or difficult to perform. Often these difficulties can be overcome or eliminated through modifications in the training program. Performance standards should not be reduced, but rather the student's potential ability should be realistically identified and carefully matched to attainable employment opportunities.

Federal law states that employers must make reasonable efforts to accommodate a worker's handicap (Sections 503 and 504 of the 1973 Rehabilitation Act, P.L. 93-112). The 1976 Education Amendment to the Vocational Education Act (P.L. 94-482) mandates the provision for appropriate vocational training for all special needs students and stresses program and facility accessibility to them. It is therefore important that office education teachers have a basic understanding of special needs students and the problems that may be encountered when working with them.

Much literature has been printed on this topic. Two good resources are published by the Occupational Curriculum Laboratory. The Texas Handbook for Serving Vocational Special Needs Students will be available during the 1984-85 school year. A second publication, Special Needs Adaptations for Office Education Teachers, describes in depth students who are hearing impaired, mentally retarded, physically impaired, and visually handicapped. This handbook also suggests methods for adapting lesson materials to students with any of these handicaps.

This criterion-based test is an excellent means for measuring the competencies of special needs students because their performance is not compared with their "normal" peers. Rather, each student, whether special needs or not, is evaluated in relation to competencies necessary to perform tasks common in the world of work. If necessary, however, these materials can be adapted for special needs students. For example, test materials may be reproduced in large print or questions given orally or recorded for visually impaired students. Additional time to complete answers may be necessary for mentally or physically impaired students and disadvantaged students who are one or more academic grade levels behind. The reading level of questions may also need to be readjusted for the learning disabled, disadvantaged, and limited English proficient students. A translation of the test materials into a student's native language may also be necessary. Hearing impaired students should not have difficulty with this test, as long as directions are clearly explained and/or given in writing. The flexibility of these test materials gives teachers opportunities to adapt evaluation measures to special needs students.

INSTRUCTOR'S GUIDE
GENERAL INSTRUCTIONS

This competency test package is coordinated with the slide/tape module,

PREPARING A RESUME AND WRITING A LETTER OF APPLICATION.

The package offers the instructor flexibility of test design to meet the individual needs of instructors and students.

Uses for Competency Tests

1. Pre-Test:

   Materials in this competency test package may be used to pre-test students in this subject area. If a satisfactory level of mastery is demonstrated, no instruction is necessary, and students may pass to a higher level of instruction. Otherwise, the students would proceed with the planned schedule of instruction.

2. Individualized Instruction:

   The slide/tape package, with its accompanying competency test, may be used for individualized instruction. After brief directions from the instructor, the student views the slide/tape presentation, completes the activity packet, and is then ready for the competency test. If test results show a weakness in an area, the student should review that portion of the slide/tape presentation, and retake the test. This method, plus extra help from the teacher or a tutor, would be ideal for instructing special needs students. They could progress at a rate that meets their individual needs.

3. Group Instruction:

   The slide/tape package may be used as a supplement to a regular curriculum for group instruction. After viewing the slide/tape presentation, participating in classroom discussion, and completing the student activity packet, the student should be able to demonstrate proficiency in items listed in the performance objectives. The competency test can be used to measure students' progress toward meeting those objectives.

4. Remedial Instruction:

   Students in advanced classes who demonstrate a poor understanding of the subject matter may need remedial help. Competency tests in basic skills may be administered to diagnose the problem area(s). For example, students in word processing classes who lack basic English usage skills, could take the competency test in this area to locate the deficiency. Once identified, remedial instruction could be initiated.

5. Employment Screening:

This test material would be useful to employers for screening prospective employees for competency in this subject area. The test could be an effective tool in comparing skills of applicants and/or evaluating the applicant's training if the program is unfamiliar to the employer. Skills of applicants with work experience, but no formal training, could be measured to determine their comprehensive understanding of the subject.

Competency Test Resources

1. List of performance objectives
2. Pool of true-false, multiple choice, fill-in-the-blank, and matching questions for each performance objective
3. Sample, 50-point objective test compiled from this pool of questions that may be easily reproduced and used in a group or individual setting
4. Performance test activities that challenge the student to put the learned skill into practical application
5. Answer keys and a checklist for evaluating the test competencies
6. Color-coded materials for convenience in locating components:

BROWN	-	performance objectives	PERFORMANCE OBJECTIVES
GREEN	-	pool of objective questions	OBJECTIVE QUESTIONS
YELLOW	-	sample objective test	OBJECTIVE TEST
BLUE	-	performance test situations	PERFORMANCE TEST
PINK	-	answer keys	ANSWER KEYS

PREPARING A RESUME AND WRITING A LETTER OF APPLICATION

INSTRUCTOR'S GUIDE
SPECIFIC INSTRUCTIONS

Getting Ready to Test

The instructor should review the list of performance objectives to be certain instruction has been offered for each objective. A review session should be scheduled if needed. After instruction has been completed (either teacher-prepared or the slide/tape package), students will be ready for the competency test, which should include an objective and a performance test.

Preparing the Test

The instructor may choose to use the prepared, 50-point sample objective test or develop an original test from the pool of questions for each performance objective. The competency test should also include all or part of the performance test activities.

After determining which test materials to use, the instructor will prepare and reproduce a sufficient number of copies for the students. A copy of the mailability criteria should be provided for each student.

Prerequisite Skills

This material is designed to test proficiency of students who have completed training in language arts at the secondary and/or postsecondary level. To satisfactorily complete this competency test, the student will also need accurate typing skills and a knowledge of basic letter styles which are not taught in this slide/tape presentation.

Needed Equipment and Supplies

In addition to the test materials, the student will need access to a typewriter, typing paper, and supplies for making neat corrections.

Administering the Test in a Group or Individual Setting

1. Prepare and/or collect the test forms, supplies, and necessary equipment.
2. Prepare the room with adequate seating, sufficiently spaced to maintain control.
3. Provide a well-lighted place for each student, with adequate supplies, equipment, and workspace that is free from distractions.
4. Allow sufficient time to administer the test. The objective and performance tests need to be scheduled during different class periods.
5. Distribute and explain the criteria for mailability.
6. Give general instructions and distribute the test and necessary supplies. Ask if there are any questions.
7. Monitor students during the administration of the test to provide control for valid results.

PREPARING A RESUME AND WRITING A LETTER OF APPLICATION

PERFORMANCE OBJECTIVES

1. The student will be able to complete a personal inventory on a form provided by the instructor.

2. The student will be able to prepare a resume, accurately typed in an appropriate and attractive style that meets the stated criteria for mailibility.

3. After reviewing a variety of job advertisements, the student will be able to prepare a resume in an appropriate format, adapting individual assets and skill to specific job requirements.

4. The student will be able to compose a letter of application, using correct grammar, punctuation, sentence structure, and paragraphing.

5. The student will be able to type a mailable letter of application in an appropriate and attractive style.

6. The student will be able to prepare a four-paragraph letter of application with the following contents:

   Paragraph 1 includes all necessary information and should be written in effective, attention-capturing language.

   Paragraph 2 indicates skills and/or qualifications of the applicant.

   Paragraph 3 gives additional, appropriate information about special qualifications of the applicant.

   Paragraph 4 restates interest in the job, indicates a desire for an interview, and gives the employer a quick, easy means to contact the applicant

PERFORMANCE OBJECTIVES

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's competency in this area. The checklist is not intended as a method of grading, but merely as a means of determining whether or not the student has mastered the competencies presented in the list of performance objectives. Place a check mark in the column at the right of each competency if it is satisfactorily completed.

1. 50-point objective test (approximate time, 45 minutes)
   Completed with at least 70 percent accuracy. _____

2. Performance test I (approximate time, 2 hours)

   A. Resume for Dale Daniels from included case study
      (1) Resume is accurately typed in a correct, appropriate style. _____
      (2) Resume is placed attractively on the page. _____
      (3) The format is appropriate for the requirements stated in the advertisement. _____
      (4) Information included in each section is complete and appropriate. _____
      (5) Information is arranged in an effective, easy-to-read format. _____
      (6) Rate the mailability of the resume M+, M, M-. _____

   B. Letter of application for Dale Daniels
      (1) The letter is addressed to John Earle at the Barton County Personnel Department. _____
      (2) Letter is accurately typed in a correct, appropriate style. _____
      (3) Letter is written with correct grammar, punctuation, sentence structure, and paragraphing. _____
      (4) Paragraph one includes all necessary information. _____
      (5) Paragraph two calls attention to skills and/or qualifications of the applicant. _____
      (6) Paragraph three gives additional, appropriate information about special qualifications of the applicant.
      (7) Paragraph four restates interest in the job, indicates a desire for an interview, and gives a quick, easy means to contact the applicant. _____
      (8) The student has used interesting and creative methods for providing information to an employer. _____
      (9) Rate the mailability of the letter M+, M, M-. _____

   C. From information provided by the student in the resume and letter of application, would you invite Dale Daniels to interview for the secretarial position? YES NO

3. Performance test II (approximate time, 30 minutes)
   A. Proofread and correct letter of application
      (1) Attractive style _____
      (2) Accurate grammar _____
      (3) Correct paragraphs _____
      (4) Rate the mailability of the letter M+, M, M- _____

   (Note to the instructor: A sample resume and letter of application have been included in the answer keys. However, students' documents may vary within the range of acceptable format and content.)

CRITERIA FOR MAILABLE DOCUMENTS

The criteria for evaluating mailability of performance test activities is adapted from the 1982-83 Secondary Competitive Events Guidelines, which includes three levels of mailability: M+, M, M-. Documents will be accepted in any approval style or format, or as specified in the directions. Credit can be given for partially completed problems.

I. M+ Mailable, perfect

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Contains no omissions in the body or opening and closing lines.
- D. Neatly completed with good placement of document on the page.

II. M Mailable

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Neatly made but excessive corrections.
- D. Less than ideal placement or spacing of the document on the page.
- E. Omission of enclosure notation or reference initials.
- F. Acceptable but undesireable division of words.
- G. Acceptable but not most desireable use of capitalization or punctuation.
- H. Omission or addition of word or words that do not change the meaning of a sentence.

III. M- Not Mailable

- A. Instructions were not followed.
- B. Uncorrected typographical errors.
- C. Uncorrected, obvious strikeovers.
- D. Misspelled words.
- E. Essential punctuation or capitalization violation.
- F. Basic grammar violations.
- G. Omission or addition of word or words that change the meaning of a sentence.
- H. Total incorrect placement or spacing of the document on the page.
- I. Omission of a part of the document, i.e., date, inside address.
- J. Distracting corrections, i.e., obvious use of liquid paper or correction tape, smudges, hole in paper, poor alignment, and incomplete erasures.

NAME _____

OBJECTIVE TEST FOR: DATE _____
PREPARING A RESUME AND WRITING A LETTER OF APPLICATION

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Completing a personal inventory can be helpful in planning a resume.

T F 2. The skills section of a resume should include such things as typing and shorthand speed, your ability to use office machines, and the names of former employers who can vouch for your ability in these areas.

T F 3. The work experience section of your resume should start with the first job you had and list all subsequent jobs in chronological order.

T F 4. It is necessary, as well as courteous, to get permission to use the names of people you list as references.

T F 5. Your height, weight, health, social security number, birthdate, and marital status should be listed in the personal data section and always be included in your resume.

T F 6. A letter of application, which includes all necessary details, will be about two pages in length.

T F 7. The letter of application and resume constitute the first two steps of the application process.

T F 8. After the letter of application is written and neatly typed, it is important to remember to sign your letter.

T F 9. Because personnel offices often handle many job openings at the same time, it is important to state what job you are applying for and how you learned of the opening.

T F 10. Neatness and attractive appearance are absolute necessities for an effective resume.

Fill in the blank with appropriate words or phrases.

11. The heading of your resume should include _____.

12. The purpose of a letter of application is _____.

13. The purpose of the opening paragraph of a letter of application is _____

_____.

14. The purpose of the middle paragraph(s) of a letter of application is _____

_____.

15. The purpose of the closing paragraph of a letter of application is _____

_____.

Circle the answer(s) that best fit the statement.

16. The following five sections of a resume are required:
    A. community activities
    B. work experience
    C. personal data
    D. references
    E. educational background
    F. skill levels
    G. honors and awards
    H. heading

17. The following three sections of a resume are optional:
    A. community activities
    B. work experience
    C. personal data
    D. references
    E. educational background
    F. skill levels
    G. honors and awards
    H. heading

18. The order of the sections in your resume is determined by
    A. your preference B. the job requirements C. the type of education you have

19. You must get permission to use the names and addresses of
    A. former employers
    B. schools attended
    C. references
    D. club presidents

20. Identify four qualities of an effective resume.
    A. neatness
    B. humorous
    C. easy to read
    D. short and concise
    E. long and detailed
    F. three pages long
    G. attractive format
    H. standardized format
    I. brightly colored paper

21. Four elements of an effective letter of application are
    A. attractive style
    B. colored paper
    C. correct grammar
    D. neatness
    E. good organization
    F. expensive stationery

22. The reference section of your resume should not include
    A. name of person used as reference
    B. your relation to the person used as a reference
    C. address and telephone number of person used as a reference
    D. occupation of the person used as a reference

23. The opening paragraph of a letter of application has the following three functions:
    A. explains your skills
    B. catches the reader's attention
    C. serves as an introduction
    D. contains the salutation
    E. tells what job you are applying for
    F. lists your address & telephone number

24. The middle paragraph(s) of a letter of application has the following two functions:
    A. explains your special skills
    B. lists your address
    C. lists your telephone number
    D. catches the reader's interest
    E. calls attention to you work experience
    F. tells how you learned of the opening

25. The last paragraph of a letter of application has the following three functions:
    A. lists your name and address
    B. lists your telephone number
    C. tells how much you need the job
    D. summarizes your qualifications
    E. requests an interview
    F. restates interest in the job

Match the items in Column 1 with the sections of a resume in which they should appear. Write the letter of the item in Column 2 in the blank of the included item in Column 1. (25 points)

COLUMN 1	COLUMN 2
26.____birthdate, birth place	A. Community Activities
27.____brief description of your duties	
28.____business machines you can operate	
29.____dates employed	B. Educational Background
30.____degrees you have completed	
31.____graduated top 10% of your class	
32.____height, weight	C. Heading
33.____job title and telephone number of a person who could vouch for you	
34.____major area of study	D. Honors & Awards
35.____marital status	
36.____name and address of a person who could vouch for you	E. Personal Data
37.____name, address & telephone number of the company	
38.____name & address of schools you attended	
39.____name & title of your supervisor	F. References
40.____rank & dates of military service	
41.____recognition for outstanding service in the community	G. Skill Levels
42.____representative for the chamber of commerce	
43.____relevant courses you have completed	H. Work Experience
44.____scholarships received	
45.____volunteer work	
46.____year you graduated	
47.____your address	
48.____your job title	
49.____your name	
50.____your telephone number	

Performance Objective 1 The student will be able to complete a personal inventory on a form provided by the instructor.

List eight main subject areas of a personal inventory form and list three items of information to be included in each area.

1. _____

   A.
   B.
   C.

2. _____

   A.
   B.
   C.

3. _____

   A.
   B.
   C.

4. _____

   A.
   B.
   C.

5. _____

   A.
   B.
   C.

6. _____

   A.
   B.
   C.

7. _____

   A.
   B.
   C.

8. _____

   A.
   B.
   C.

Performance Objective 2 The student will be able to prepare a resume, accurately typed in an appropriate and attractive style that meets the stated criteria for mailability.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Completing a personal inventory can be helpful in planning a resume.

T F 2. A resume should always include your name, address, and marital status.

T F 3. Information on education and employment history are required information for a resume, while personal data, honors, and awards are optional.

T F 4. The skills section of a resume should include such things as typing and shorthand speed, your ability to use various office machines, and the names of former employers who can vouch for your ability in these areas.

T F 5. The work experience section of your resume should start with the first job you had and list all subsequent jobs in chronological order.

T F 6. The work experience section of your resume should include relevant experience in the military service and volunteer work, as well as paid employment.

T F 7. The work experience section of your resume should include a detailed description of the duties you performed.

T F 8. The education section of your resume should begin with the highest level you have completed and be listed in reverse time order.

T F 9. The reference section of your resume should include the names, addresses, occupations, and the telephone numbers of approximately three people who can tell an employer what kind of a worker you are.

T F 10. It is necessary, as well as courteous, to get permission to use the names of people you list as references.

T F 11. A good resume will be three or four pages in length.

T F 12. Neatness and attractive appearance are absolute necessities for an effective resume.

Circle the answer(s) that best fit the statement.

13. The heading of a resume should include the following three items:
    A. your name
    B. degrees held
    C. work experience
    D. your address
    E. your telephone number
    F. marital status

14. Your typing speed would be listed in the following section of your resume:
    A. education B. personal data C. skill levels D. work experience

15. The work experience section should include the following five items:
    A. paid employment
    B. typing speed
    C. volunteer work
    D. marital status
    E. military service
    F. honors or awards
    G. name and address of employers
    H. social security number
    I. description of duties

16. The educational background section of your resume should include the following three items:
    A. community activities
    B. dates employed
    C. major area of study
    D. name and address of schools attended
    E. highest level of education completed
    F. volunteer work

17. The following five sections of a resume are required:
    A. community activities
    B. work experience
    C. personal data
    D. references
    E. educational background
    F. skill levels
    G. honors and awards
    H. heading

18. The following three sections of a resume are optional:
    A. community activities
    B. work experience
    C. personal data
    D. references
    E. educational background
    F. skill levels
    G. honors and awards
    H. heading

19. You must get permission to use the names and addresses of
    A. former employers
    B. schools attended
    C. references
    D. club presidents

20. The reference section of your resume should not include:
    A. name of person used as a reference
    B. your relation to the person used as a reference
    C. address and telephone number of person used as a reference
    D. occupation of the person used as a reference

21. The length of an effective resume should be
    A. 1 page
    B. 2 pages
    C. 3 pages
    D. 4 pages
    E. 5 pages
    F. 6 pages

22. Four desired qualities of an effective resume are:
    A. neat
    B. humorous
    C. easy to read
    D. short and concise
    E. long and detailed
    F. 3 pages long
    G. attractive format
    H. standardized format
    I. brightly colored paper

Fill in the blanks with appropriate words or phrases.

23. A student should prepare a _____ _____ as an aid in writing a resume.

24. The heading of a resume should always include _____, _____, _____.

25. A resume is usually divided into _____ to aid the reader in locating specific information about an applicant.

26. Necessary sections of a resume include _____, _____, _____ and _____.

27. Optional sections of a resume include _____, _____ and _____.

28. Four important factors to list in the employment section of a resume are:
_____
_____
_____
_____

29. Three important factors to list in the education section of a resume are:
_____
_____
_____

30. Photographs and the section entitled _____ which includes _____, _____, _____, _____, _____ and _____ is not used as much since the Equal Rights Amendment was enacted.

31. If you wish to omit the names of references from your resume, you should include the following statement, "_____."

32. The length of an effective resume should be _____ page(s).

33. Arrange the information on your resume in such a way that it will be easy for the employer to _____ and _____.

Performance Objective 3 After reviewing a variety of job advertisements, the student will be able to prepare a resume in an appropriate format, adapting individual assets and skills to specific job requirements.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. The order of the education, skills, and employment sections in a resume is determined by the job requirements.

T F 2. It is desirable, but not required, to list on your resume scholarships and awards you have received.

T F 3. Your height, weight, health, social security number, birthdate, and marital status should be listed in the personal data section and always be included in your resume.

T F 4. Relevant information pertaining to the job for which you are applying is all that is required on your resume.

Circle the answer(s) that best fit the statement.

5. The order of the sections in your resume is determined by
   - A. your preference
   - B. the job requirements
   - C. the type of education you have

6. Participation in school and/or community organizations shows an employer your
   - A. leadership ability
   - B. social standing in the community
   - C. ambition to get ahead

7. A photograph and/or a personal data section should be used if
   - A. you are good looking
   - B. have athletic ability
   - C. it shows you are qualified to perform well on the job
   - D. the prospective employer is nosey and likes to gossip

Fill in the blanks of the following statements.

8. The order in which the sections are placed is determined by the _____.

9. Listing the offices you have held in school or community organizations gives the employer an indication of your _____.

Match the items in Column 1 with the sections of a resume in which they should appear. Write the letter of the item in Column 2 in the blank of the included item in Column 1.

COLUMN 1	COLUMN 2
10.____birthdate, birth place	A. Community Activities
11.____brief description of your duties	
12.____business machines you can operate	
13.____dates employed	
14.____degrees you have completed	B. Educational Background
15.____graduated top 10% of your class	
16.____height, weight	
17.____job title and telephone number of a person who could vouch for you	C. Heading
18.____major area of study	
19.____marital status	D. Honors and Awards
20.____name & address of a person who could vouch for you	
21.____name, address & telephone number of the company	
22.____name & address of schools you attended	E. Personal Data
23.____name & title of your supervisor	
24.____rank & dates of military service	
25.____recognition for outstanding service in the community	F. References
26.____representative for chamber of commerce	
27.____relevant courses you completed	
28.____scholarships received	
29.____volunteer work	G. Skill Levels
30.____year you graduated	
31.____your address	
32.____your job title	H. Work Experience
33.____your name	
34.____your telephone number	

Indicate whether the items in Column 1 and 2 are required (R) or Optional (O) by placing an R or O in the blank to the left of the item.

COLUMN 1

35.____Community Activities

36.____Educational Background

37.____Heading

38.____Honors and Awards

39.____Personal Data

40.____References

41.____Skill Levels

42.____Work Experience

COLUMN 2

43.____birthdate, birth place

44.____brief description of your duties

45.____business machines you can operate

46.____dates employed

47.____degrees you have completed

48.____graduated top 10% of your class

49.____height, weight

50.____job title and telephone number of a person who could vouch for you

51.____ major area of study

52.____ marital status

53.____name & address of a person who could vouch for you

54.____name, address & telephone number of the company

55.____name & address of schools you attended

56.____name & title of your supervisor

57.____rank & dates of military service

58.____recognition for outstanding service in the community

59.____representative for chamber of commerce

60.____relevant courses you completed

61.____scholarships received

62.____volunteer work

63.____year you graduated

64.____your address

65.____your job title

66.____your name

67.____your telephone number

OBJECTIVE QUESTIONS

Performance Objective 4 The student will be able to compose a letter of application, using correct grammar, punctuation, sentence structure, and paragraphing.

Circle the answer(s) that best fit the statement.

1. Four elements of an effective letter of application are:
   A. attractive style
   B. colored paper
   C. correct grammar
   D. neatness
   E. good organization
   F. expensive stationery

Performance Objective 5 The student will be able to type a mailable letter of application in an appropriate and attractive style.

OBJECTIVE QUESTIONS

Circle T for TRUE and F for FALSE in the following statements.

T F 1. The purpose of the letter of application is to sell yourself to an employer.

T F 2. The style and appearance of your letter of application give the employer an important first impression of you.

T F 3. An employer usually will not notice technical things like equal margins, placement of return address, or length of the paragraphs.

T F 4. A letter of application, which includes all necessary details, will be about two pages in length.

T F 5. The letter of application and resume constitute the first two steps of the application process.

T F 6. A letter of application usually needs only two paragraphs.

T F 7. After the letter of application is written and neatly typed, it is important to remember to sign your letter.

Circle the answer(s) that best fit the statement.

8. An average letter of application should contain
   A. 1 - 2 paragraphs B. 3 - 4 paragraphs C. 5 - 6 paragraphs

9. The closing lines of a letter of application include the following three items:
   A. salutation C. inside address E. signature
   B. complimentary close D. return address F. enclosure notation

10. An effective letter of application should be ___ page(s) in length.
    A. 1 page B. 2 pages C. 3 pages

Fill in the blank with the appropriate word or phrases.

11. The purpose of a letter of application is _____.

12. Details of style, such as _____ are important elements of a letter of application.

Performance Objective 6 The student will be able to prepare a four-paragraph letter of application with the following contents.

Paragraph 1 includes all necessary information and should be written in effective, attention-capturing language.
Paragraph 2 indicates skills and/or qualifications of the applicant.
Paragraph 3 gives additional, appropriate information about special qualifications of the applicant.
Paragraph 4 restates interest in the job, indicates a desire for an interview, and gives the employer a quick, easy means to contact the applicant.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. The opening paragraph of a letter of application gives information about the applicant's skills and qualifications.

T F 2. The middle paragraph(s) of a letter of application lists your special qualifications and how they can be an asset to the company.

T F 3. The main purpose of the closing paragraph of a letter of application is to list the name and telephone number of a good personal reference.

T F 4. Because personnel offices often handle many job openings at the same time, it is important to state what job you are applying for and how you learned of the opening.

Circle the answer(s) that best fit the statement.

5. The opening paragraph of a letter of application has the following three functions:
   A. explains your skills
   B. catches the reader's attention
   C. serves as an introduction
   D. contains the salutation
   E. tells what job you are applying for
   F. lists your address & telephone number

6. The middle paragraph(s) of a letter of application has the following two functions:
   A. explains your special skills
   B. lists your address
   C. lists your telephone number
   D. catches the reader's interest
   E. calls attention to your work experience
   F. tells how you learned of the opening

7. The last paragraph of a letter of application has the following three functions:
   A. lists your name and address
   B. lists your telephone number
   C. tells how much you need the job
   D. summarizes your qualifications
   E. requests an interview
   F. restates interest in the job

Fill in the blank with the appropriate word or phrase.

8. The purpose of the opening paragraph of a letter of application is _____

_____.

9. The purpose of the middle paragraph(s) of a letter of application is _____

_____.

10. The purpose of the closing paragraph of a letter of application is _____

_____.

Match the specific items in Column 1 with the sections of a letter of application in Column 2. Write the letter of the section in Column 2 in the blank before the item in Column 1.

COLUMN 1	COLUMN 2
11.____arrange a personal interview	A. Closing Paragraph
12.____catch the reader's interest	
13.____company address	B. Complimentary Close
14.____company name	
15.____current date	C. Date Line
16.____Dear Sir:	
17.____employer's name	D. Inside Address
18.____explain aspects of your work experience	
19.____how you learned of the job opening	E. Middle Paragraph
20.____introduction	
21.____job you are applying for	F. Opening Paragraph
22.____professional organization you belong to	
23.____restate your interest in the job	G. Return Address
24.____Sincerely yours,	
25.____why you would be an asset to the company	H. Salutation
26.____your city, state, and ZIP code	
27.____your handwritten name	I. Signature Line
28.____your special skills	
29.____your street address	
30.____your telephone number	
31.____your typed name	

PREPARING A RESUME AND WRITING A LETTER OF APPLICATION

PERFORMANCE TEST I

Read the enclosed case study of Dale Daniels. Assume that you are Miss Daniels and complete the first two steps of the job interview process. In her job search she selected the following advertisement as a promising lead.

Advertisement in the Lenwood News, (current date)

> Needed at Barton County Legal Aid Office:
> A secretary with top skills--typing 60 wpm, shorthand 120 wpm.
> Ability to work well under pressure and to meet the public.
> Computer experience desirable. Excellent salary and benefits.
> Send resume to: Barton County Personnel Director, John Earle,
> 1495 Lincoln Blvd. Lenwood, TX 77902

1. Using the information in the enclosed case study, compose and neatly type a resume for Dale Daniels. Use a format that is appropriate to the job advertisement and contains pertinent information that will help her get the job.

2. Using the information in the enclosed case study, compose and type a mailable letter of application for Dale Daniels. Include the necessary information and use a style that will catch the attention of the personnel director.

CASE STUDY: Dale Daniels

Dale Daniels is a twent year old (birthdate 5/23/60) Caucasian female, five feet, six inches tall, an hs 125 pounds, with brown hair and hazel eyes. Her social security number is 5 0-7428. She majored in business at Baker City High School, 211 South 14th Street, 77925. At graduation in May 1978, she received a $200 scholarship from the Future Business Leaders club of which she had been an outstanding member during her school years and served as secretary her senior year. She was also a member of the band and was on the varsity tennis team.

In September of 1978, Dale enrolled in the secretarial science program at Baker City Community College, 2700 Baker Road. In the next two years she completed courses in typing (70 wpm), shorthand (120 wpm), word processing (grade A), business English (grade B), accounting (grade C), office machines (grade B-), dictation/transcription (grade B+), office management (grade B), as well as general academic classes. She graduated in May 1980 with an associate in applied science degree (A.S.) and had an overall G.P.A. of 3.12. In college she was a member of the tennis team and served as vice-president of Phi Beta Lambda in 1979-1980.

During the summer before her senior year of high school, Dale worked at a fast foods restaurant, Hurry Burgers, 1712 Highland Avenue, telephone (725) 554-1111. She was a cashier and her supervisor was Janet Halestrom. While attending college, Dale had a part-time job (15 hours per week) with Jason Phillips Insurance Agency, 2953 Tenth Avenue, 554-8081. Working as a clerk, she did typing and general filing, as well as greeted customers and answered the telephone.

After graduation, Dale moved to Lenwood, Texas, where she currently lives at 25540 Dayton Street, 77902, telephone (718) 256-1369. For leisure activities, she has joined a bowling league and volunteers her time at the local YWCA as a tennis coach. She also enjoys reading, decorating her new apartment, and she is learning to cook gourmet foods. She continued her education and took a night course in legal terminology, January - June 1982, at the Lenwood Adult School, 4526 Pine Street.

On August 1, 1980, she became employed by the Lenwood Independent School District as a secretary for Mrs. Janis Herbert, principal of Jackson Heights Elementary School, 1502 Jackson Boulevard, telephone 257-3322. Miss Daniels takes dictation and types correspondence, files students' records, prepares computerized attendance reports, greets teachers, parents, and students, and answers all incoming telephone calls. It is a busy job with many responsibilities. At the end of the current year (May 1984) the school will close due to low enrollment; therefore, Dale will have to seek other employment.

Dale has obtained permission to use the following people as references.

James Swift
Computer Specialist
2498 Flora Avenue
Lenwood, Texas 77902

Duane Foster
Retail Manager
P.O. Box 847
Lenwood, Texas 77902

Dr. June Ambrose
Instructor
Baker City College
Baker City, Texas 77925

PERFORMANCE TEST II

Proofread the following letter of application and mark errors in style, organization, and grammar. Retype the letter, making the necessary changes.

3642 Steven Street
Helendale, TX 67002

October 20, 19__

Ms Rita Edwards
Personnel Officer
Oilcore, Inc.
2673 Oakdale Drive
Helendale TX 67002

Gentlemen;

Are you looking for somone who is a hard worker and who is willing to learn the business from the bottum up. In High School I majored in business courses and studied the following subjects: typing, filing business machines, and business english. I also worded on the school Newspaper Staff and was head of the committee to organize the Spring dance. I enjoyed school activitys and working with people. Currently I work part time as a clerk typist for a local Travel Agency where I have alot of contact with the public. I feel my school and work experiences will help me meet thepeople who come into your office.

I feel I am the type of employee you are looking for as advertised in Tuesdays Post News. Please consider me as an applicant for the receptionist position with your office. I am seeking full-time employment in a position that has potential for career advancement.

The receptionist position with your company offers a excellent opportunity. May I have an interview to discuss it with you. I can be reached by mail at the address above or phone (714) 465-7795.

Sincerely yours

CHRIS EVANS

ANSWER KEYS

50-Point Objective Test

1. T
2. F
3. F
4. T
5. F
6. F
7. T
8. T
9. T
10. T

11. your name, address, telephone.
12. to sell yourself to an employer.
13. an introduction and tells what job you are applying for and how you learned of the opening.
14. to tell about you special qualifications, job skills, and/or work experience.
15. to restate your interest in the job and request an interview.

16. B, D, E, F, H
17. A, C, G
18. B
19. C
20. A, C, D, G
21. A, C, D, E
22. B
23. B, C, E
24. A, E
25. B, E, F

26. E
27. H
28. G
29. H
30. B
31. D
32. E
33. F
34. B
35. E
36. F
37. H
38. B
39. H
40. H
41. D
42. A
43. B
44. D
45. H
46. B
47. C
48. H
49. C
50. C

Performance Objective 1

Students may choose three of the items listed under each section.

1. Personal information
   - Name
   - address
   - social security number
   - height, weight
   - health
   - marital status
   - birthdate
   - birth place

2. Military information
   - branch of service
   - rank attained
   - dates of service/discharge
   - training
   - education
   - special accomplishments, awards

3. Work Experience
   - job title
   - supervisor
   - dates employed
   - company name, address
   - major responsibilities
   - number of people supervised
   - special accomplishments

4. Education
   - degree or certificate
   - dates attended
   - special reports, projects
   - major area of study
   - G. P. A.
   - school name and address
   - relevant subjects

5. Special Skills
   - typing speed
   - foreign language
   - shorthand speed
   - public speaking
   - report writing
   - ability to use office machines

6. Organization Affiliations
   - name of organization
   - type of membership
   - address of organization
   - special accomplishments
   - dates of membership

7. Special Projects
   - community activities
   - dates of involvement
   - school or course of related project

8. References
   - name of person who can vouch for you
   - address and telephone number of reference
   - occupation or job title of reference

Performance Objective 2

1. T
2. F
3. T
4. F
5. F
6. T
7. F
8. T
9. T
10. T
11. F
12. T

13. A, D, E
14. C
15. A, C, E, G, I
16. C, D, E
17. B, D, E, F, H
18. A, C, G
19. C
20. B
21. A
22. A, C, D, G

23. personal inventory
24. your name, address, and telephone number
25. section or topics
26. education, references, work experience, heading, and skill levels
27. personal data, honors and awards, and school or community activities
28. Name, address and telephone number of the company
    Dates of employment
    Your job title and a brief description of your duties
    Name and title of your supervisor
29. Name and address of schools you attended
    Degrees earned and dates in which you earned them
    Major area of study
30. personal data, height, weight, birthdate, social security number, health, and marital status
31. "References furnished on request"
32. one (1)
33. read and understand

Performance Objective 3

1. T
2. T
3. F
4. T
5. B
6. A
7. C

8. job requirements
9. leadership ability

10. E
11. H
12. G
13. H
14. B
15. D
16. E
17. F
18. B
19. E
20. F
21. H
22. B
23. H
24. H
25. A
26. A
27. B
28. D
29. H
30. B
31. C
32. H
33. C
34. C

ANSWER KEYS

Performance Objective 3

35. O
36. R
37. R
38. O
39. O
40. R
41. R
42. R
43. O
44. R
45. R
46. R
47. R
48. O
49. O
50. R/O *
51. R
52. O
53. R/O *
54. R
55. R
56. R
57. R
58. O
59. O
60. O
61. O
62. R
63. R
64. R
65. R
66. R
67. R

*May be stated as "References furnished on request."

Performance Objective 4

1. A, C, D, E

Performance Objective 5

1. T
2. T
3. F
4. F
5. T
6. F
7. T

8. C
9. B, E, F
10. A

11. to sell yourself to an employer
12. margins, length of paragraphs, neatness

Performance Objective 6

1. F
2. T
3. F
4. T

5. B, C, E
6. A, E
7. B, E, D

8. to catch the reader's interest and tell what job you are applying for and how you learned of the opening
9. to explain your special skills and call attention to your work experience
10. to restate your interest in the job and request an interview

11. A
12. F
13. D
14. D
15. C
16. H
17. D
18. E
19. F
20. F
21. F
22. E
23. A
24. B
25. E
26. G
27. I
28. F
29. G
30. A
31. I

SAMPLE-Students' resumes will vary

R E S U M E

DALE DANIELS
25540 Dayton Street
Lenwood, Texas 77902
Telephone (718) 256-1369

SKILL LEVELS

Typewriting Speed 70 wpm	Business Machines:
Shorthand Speed 120 wpm	Ten-key adding machines
Word Processing	Electronic Calculator
Computer Reports	Dictation/transcription
Receptionist	Telephone Systems

EMPLOYMENT HISTORY

Lenwood Independent School District
Jackson Heights Elementary School
1502 Jackson Blvd. Lenwood, Texas 77902 (718) 257-3322
Position: Secretary, August 1980 to present
Supervisor: Janis Herbert, Principal
Duties: Take dictation and type correspondence, file students' records, prepare computerized attendance reports, greet parents and students, answer all incoming telephone calls.

Jason Phillips Insurance Agency
2953 Tenth Ave., Baker City, Texas 77925 (725) 554-8081
Position: Clerk, part-time September 1978 to May 1980
Supervisor: Jason Phillips
Duties: Typing, general filing, and greeting customers and answering the telephone.

Hurry Burgers
1712 Highland Ave., Baker City, Texas 77925 (725) 554-1111
Position: Cashier, June to August 1977
Supervisor: Janet Halestrom

EDUCATIONAL BACKGROUND

Lenwood Adult School, January - June 1982
4526 Pine Street, Lenwood, Texas 77902
Course: Legal Terminology

Baker City Community College, September 1978 - May 1980
2700 Baker Road, Baker City, Texas 77925
Associate Degree in Secretarial Science, 1980
Business Subjects:

Typewriting	Business English
Shorthand	Office Machines
Accounting	Office Management
Transcription	Word Processing

SCHOOL AND COMMUNITY ACTIVITIES

Future Business Leaders 1975-78, Secretary 1977-78
Phi Beta Lambda, 1978-80, Vice-president 1979-80
Volunteer Tennis Coach at the YWCA, 1980 to present

AWARDS

Future Business Leaders scholarship, 1978

PERSONAL DATA

Height:	5' 6"	Birthdate:	May 23, 1960
Weight:	125 lbs.	Soc. Sec. #	560-40-7428

REFERENCES

References will be furnished upon request.

ANSWER KEYS

SAMPLE-Students' letters will vary

25540 Dayton Street
Lenwood, Texas 77302
(current date)

Mr. John Earle
Barton County Personnel Director
1495 Lincoln Blvd.
Lenwood, TX 77902

Dear Mr. Earle:

Please consider me as an applicant for the secretarial position advertised in today's Lenwood News. I am confident I can handle this challenging position.

You require excellent secretarial skills, and I believe mine measure up to your high standards. As you will note on my enclosed resume, my typing speed is 70 words per minute, and I take dictation at 120 words per minute. My positions at an insurance agency and an elementary school have prepared me to work with the public, often under a great deal of pressure. I have also served in leadership capacities in my high school and college business clubs. In addition to the skills you mentioned in your advertisement, I am familiar with filing systems and am able to use a variety of office machines.

You desire someone with computer experience. I have that experience. As part of my present responsibilities, I prepare computerized attendance reports, and I took courses in word processing while in college. In addition, I recently took a class in legal terminology that will be useful in your legal aid office. I can give you what you require, plus more.

I feel I will be an asset to the Barton County Legal Aid office and look forward to discussing this position with you in the near future. I will telephone your office on ___(date)___ to arrange for a personal interview at your convenience. If you wish to contact me prior to that date, please call me at (718) 256-1369.

Sincerely yours,

Dale Daniels

Dale Daniels

Enclosure

37

SAMPLE-Students' letters will vary

3642 Steven Street
Helendale, TX 67002
October 20, 19__

Ms. Rita Edwards
Personnel Officer
Oilcore, Inc.
2673 Oakdale Drive
Helendale, TX 67002

Dear Ms. Edwards:

Are you looking for someone who is a hard worker and who is willing to learn the business from the bottom up? I feel I am the type of employee you are looking for as advertised in Tuesday's Post News. Please consider me as an applicant for the receptionist position with your company.

In high school, I majored in business courses and studied the following subjects: typing, filing, office machines, and business English. I also worked on the school newspaper staff and was head of the committee to organize the spring dance. I enjoyed school activities and working with people.

Currently, I work part-time as a clerk-typist for a local travel agency, where I have a lot of contact with the public. I feel my school and work experiences will help me meet the people who come into your office.

I am seeking full-time employment in a position that has potential for career advancement. The receptionist position with your company offers an excellent opportunity. May I have an interview to discuss it with you? I can be reached by mail at the address above, or telephone (714) 465-7795.

Sincerely yours,

Chris Evans

Chris Evans